

7. Teachers in open-air classes, one additional increase of \$150.

The Need for Men Teachers

The proportion of men and women teachers has declined during the past half century. Many have been alarmed over this condition. Some have advocated that half the teachers should be men. The desire to attract and hold good men on all the teaching levels is given by the Cincinnati Board of Education as a fundamental consideration in fixing the salary maximum for all teachers at \$3500.

A Compliment Well Placed

The Board of Managers of the National Congress of Parents and Teachers in session at Atlantic City on September 20 sent to the citizens of Cincinnati, to the Board of Education, and to Superintendent Randall J. Condon its congratulations on this great forward step. May we all show our appreciation of Cincinnati's noble example by renewing our efforts to make teaching everywhere the great profession that it is in Cincinnati and other cities that are leading the way.

JOY ELMER MORGAN

INTRODUCING POETRY IN THE JUNIOR HIGH SCHOOL

(An eighth grade unit in poetry appreciation covering three weeks)

I. What the Children Did

- A. After completing Old Testament narratives, they decided to study a group of religious poems.
- B. They read in class:
 1. To a Waterfowl—Bryant
 2. A Forest Hymn—Bryant
 3. Thanatopsis—Bryant
 4. The Vision of Sir Launfal—Lowell.
- C. They selected other poems from Bryant or Lowell and read them to the class.
- D. They discussed:
 1. What inspired each poem

2. The theme of each poem
 3. The meaning of difficult lines
 4. The series of images in each poem
 5. The divisions of thought
 6. Rime, rhythm, poetry, blank verse, figures of speech, imagination, fancy, stanza, verse, scansion
 7. The lesson taught in each poem
 8. Pictures which they collected to illustrate the poems
 9. How poetry is composed.
- E. They read a group of modern poems from the following books:

Henderson, Monroe. *The New Poetry, An Anthology*. Macmillan Co.
 Nickerson, Paul S. *Glimpses. A National Anthology of Secondary School Verse*. Middleboro, Mass.
The Little Book of Modern Verse. Houghton Mifflin Co.
 Teasdale, Sara. *Love Songs*. Macmillan Co.
 Sarett, Low. *Slow Smoke*. Henry Holt and Co.
 Millay, Edna St. Vincent. *Second April*. Mitchell Kennerley, New York.

- F. They selected pictures about which they wrote original poems.
- G. They planned and arranged a booklet containing the original poems written by the class.
 1. They planned the book covers
 2. They wrote the preface
 3. They printed the poems
 4. They illustrated the poems with pictures.
- H. They gave reports in class on the authors, Bryant and Lowell.
- I. They consulted the dictionary for new words used in the poems and discussions.
- J. They memorized thirty-five lines from the poetry of Bryant and Lowell.
- K. They kept notes in loose-leaf notebooks on:
 1. Lives of Bryant and Lowell
 2. The themes of the poems
 3. What inspired the poems
 4. The lines each selected for memorization.
 5. The definitions of words.

- L. They collected this material in a class notebook.
1. They planned the notebook cover
 2. They wrote the preface
 3. They selected pictures to illustrate the poems studied
 4. They wrote extra themes for the notebook.
 5. They read the stories of King Arthur and the Knights of the Round Table. (After studying about Sir Launfal)
 6. They told these stories in class
 7. They wrote summaries of the ones they liked best for the class notebook.

II. What the Children Learned About This Group of Poems

- A. How poetry is composed and inspired.
- B. How to write a poem.
- C. How to grasp the meaning of stanzas.
- D. How to compare and contrast poetry.
- E. How to visualize images in poetry.
- F. How to recognize figures of speech and to estimate their effectiveness.
- G. How to classify poetry: narrative, lyric, dramatic.
- H. How to understand familiar poetical terms: time, rhythm, stanza, verse, scansion, imagination, fancy.
- I. How to read poetry aloud.
- J. How the Bible has influenced poetry.
- K. How nature is employed in poetry.
- L. How the lives and personality of writers may be reflected in their works.
- M. How to recite passages from poetry intelligently and with expression.
- N. How booklets are arranged: Introduction, List of Illustrations, Table of contents, etc.

III. Skills Emphasized

- A. Ability to appreciate and read poetry.
- B. Oral expression.
- C. Knowledge of American authors.
- D. Ability to make outlines.
- E. Ability to take notes and write them neatly and in good form.

- F. Spelling and punctuation.

IV. Ideals Fostered

- A. A love of poetry.
- B. Appreciation of the beauties of nature.
- C. The meaning of service.

V. BIBLIOGRAPHY

I. MATERIAL FOR METHOD

A. Books

- Eastman, Max. *Enjoyment of Poetry*. Charles Scribner's Sons.
- Mearns, Hughes. *Creative Youth*. Doubleday, Page and Co.
- Haliburton and Smith. *Teaching Poetry in the Grades*. Houghton Mifflin Co.

B. Magazines

- Abbott, Allan. "Rhythm in Poetry." *Teachers College Record*, March, 1927.
- Abbott, Allan. "The Imaginative Element in Poetry." *Teachers College Record*, Oct. 1926.
- Rosenkranz, Samuel. "Presenting Poetry." *English Journal*, Sept. 1927.
- Smith, Reed. "Poetry in the High School." *Bulletin of University of South Carolina*, Jan. 1921.
- Webster, E. H. "The Teaching of Poetry." *English Journal*, Oct. 1926.

II. Material for Pupil

- Lowell, James Russell. *The Vision of Sir Launfal and Other Poems*. Allyn and Bacon.
- Bryant, William Cullen. *Poems*. Houghton Mifflin Co.
- Malory, Sir Thomas. *The Boy's King Arthur*. Edited by Sidney Lanier.
- Radford, M. L. *King Arthur and his Knights*. Rand, McNally and Co.

MARY GORDON PHILLIPS

MASTERING SOHRAB AND RUSTUM

(A teacher-initiated contract plan for junior high school)

Time: One week.

Grade: Eight.

NOTE: This plan was introduced by a poster. The drawing represented a ladder on the rounds of which the four contracts were written. Mastering contract I gave a grade of D; contract II, C; contract III, B; contract IV, A. The numbers of the jobs were arranged in a chart at the bottom of the poster, in order that the jobs when completed might be checked by the pupils.

Aim: Comprehension and appreciation of the poem and of some Persian customs and achievements.

Class work: Oral reading of the poem; discussion of events in Matthew Arnold's